



SKRIPSI

**THE WRITING ABILITY OF NARRATIVE TEXT OF
THE EIGHTH GRADE STUDENTS OF SMP 2 BAE KUDUS
IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING PICTURE SERIES**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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**Presented to the University of Muria Kudus
In Partial of Fulfillment of the Requirement for Completing the
Sarjana Program In English Education**

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MOTTO AND DEDICATION

MOTTO:

- ❖ Love will creep when the water can not pass
- ❖ Success is real
- ❖ Don't be afraid before trying.

DEDICATIONS:

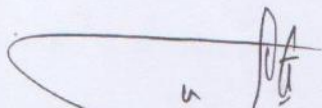
- His beloved parents (Moehadjir and siti Rubi'ah) thanks for pray and the spirit every day.
- His beloved brothers and sisters
- His beloved persons: Anis Ve, Widi, Yusrul, Thaariq, Sugi, KumanBaris, and all of his friends who support him to finish his skripsi.
- His great campus, Muria Kudus University

ADVISORS' APPROVAL

This is to certify that the Skripsi of Muhammad Fidloh (2010-32-098) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

Kudus, June 26th 2014

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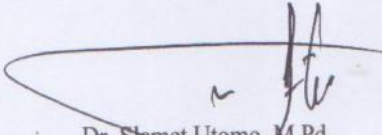


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This is to certify that the skripsi of Muhammad Fidloh (2010-32-098) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, July 17th 2014

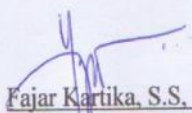
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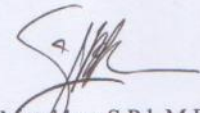
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Kudus, June 2014

Muhammad Fidloh



ABSTRACT

Fidloh, Muhammad. *The Writing Ability of the Eighth Grade Students of SMP 2 Bae Kudus in Academic Year 2013/2014 Taught by Using Picture Series*. Skripsi. Department of English Education, Teacher Training and Education Faculty, Muria Kudus University. Advisor (i) Dr. Slamet Utomo, M.Pd. Advisor (ii) Drs. Muh. Syafe'i, M.Pd.

Key words: *Picture Series, Writing ability*

Students of Junior High School have English writing as a part of English skill that must be learned by them. Skill of writing needs to be learned by the students to make them proficient in using English. In modern era, people often write something to support their activity. The students need more practice how to write well frequently, because writing is not as easy as it looks. Good writing must have good words structure, good diction, cohesion and coherence in paragraphs. However, many students still have difficulty in learning English writing. They cannot reach the target language of English writing itself. Through this research, the writer applies picture series as one of media in teaching English writing. Picture series is a media that can be used to help the students apprehend the topic and write it into text. Picture series organizes the students to have a focus to the English lesson. By implementing picture series, the students will be trained to be independent in writing narrative text and to practice how to be proficient in English writing.

The objective of this research is to test if there is significance different between the writing ability of the eighth grade students of SMP 2 Bae Kudus in academic year 2013/2014 before and after being taught by using picture series.

The writer hold an experimental research with pre-test and post-test to an experimental group. The subject of this research is the eighth grade of SMP 2 Bae Kudus in academic year 2013/2014. The population was limited into sample group by doing classroom random sampling. Then the writer decided the eighth class G as the sample of this research. The hypothesis states that there is a significant difference between the writing ability of the eighth grade students of SMP 2 Bae Kudus in academic year 2013/2014 before and after being taught by using picture series.

The result of this research shows that there is a significant difference between the writing ability of the eighth grade students of SMP 2 Bae Kudus in academic year 2013/2014 before and after being taught by using picture series. The mean score of pre-test is 54.29. It is categorized need work. The mean score of post-test is 74.11. It is categorized sufficient. There is improvement of both mean score. To test the hypothesis, the researcher used the five steps model hypothesis testing. The calculation used sampling distribution= t distribution, $\alpha = 0.05$ one-tailed test, degree of freedom = 33, and t (critical) = -1.697. The writer got t (obtained) = -10.33. the test statistic falls into critical region. The null

hypothesis has been rejected and the alternative hypothesis has been accepted. It can be interpreted if there is significance different between the writing ability of the eighth grade students of SMP 2 Bae Kudus in academic year 2013/2014 before and after being taught by using picture series. It can be concluded if Picture Series can improve the writing ability of the eight grade students of SMP 2 Bae Kudus in academic year 2013/2014. Then, Picture Series can be used to teach English writing in another school.

From the fact above so that the writer suggests that the English teacher can apply picture series in teaching writing to make students more active in writing practice which make student achievement is better.



ABSTRAK

Fidloh, Muhammad. *Kemampuan menulis Berbahasa Inggris Siswa Kelas 8 SMP 2 Bae Kudus di Tahun Ajar 2013/2014 Diajar dengan Menggunakan Gambar Berseri*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Dr. Slamet Utomo, M.Pd. Pembimbing (ii) Drs. Muh. Syafei, M.Pd.

Kata-kata kunci: *Gambar Berseri, kemampuan menulis*

Murid-murid di Sekolah Lanjutan Tingkat Pertama mempunyai pelajaran menulis bahasa inggris sebagai salah satu kemampuan berbahasa inggris yang harus dipelajari oleh mereka. Kemampuan berbahasa inggris perlu dipelajari oleh murid-murid untuk membuat mereka menjadi cakap dalam bahasa inggris. Di zaman modern ini, orang-orang sering menulis sesuatu untuk mendukung aktivitas mereka. Murid-murid butuh berlatih lebih banyak bagaimana cara menulis yang baik secara berkala, karena menulis itu tidak semudah yang dilihat. Tulisan yang bagus harus mempunyai struktur kata yang baik, pemilihan kata yang baik, terdapat juga kohesi dan koherensi dalam kalimat dan paragraph. Akan tetapi, banyak murid yang masih mempunyai kesulitan dalam mempelajari bagaimana menulis dalam bahasa inggris. Mereka tidak dapat mencapai target bahasa dari pelajaran bahasa inggris menulis itu. Melalui penelitian ini, penulis menerapkan gambar berseri sebagai salah satu media dalam mengajar bahasa inggris. Gambar berseri adalah media yang dapat digunakan untuk membantu murid-murid memahami topic dan menuangkan ide kedalam teks. Gambar berseri mengkoordinasikan murid-murid untuk lebih focus ke pelajaran. Dengan menerapkan gambar berseri, murid-murid akan dilatih untuk menjadi mandiri dalam menulis tesk narrative dan berlatih bagaimana menjadi ahli dalam menulis dalam bahasa inggris.

Tujuan dari penelitian ini adalah untuk membuktikan bahwa ada perbedaan yang signifikan antara kemampuan menulis bahasa inggris siswa kelas 8 SMP 2 Bae Kudus di tahun akademik 2013/2014 sebelum dan sesudah diajar dengan menggunakan gambar berseri.

Penulis melaksanakan penelitian dengan memberikan pre-test dan post-test pada satu kelompok. Subjek dari penelitian ini adalah siswa-siswa kelas 8 SMP 2 Bae Kudus. Populasi dibatasi menjadi kelompok sampel dengan melakukan pengambilan sample dengan mengacak kelas-kelas di kelas 8. Kemudian penulis mendapatkan kelas 8G sebagai sampel dalam penelitian ini. Hipotesis penelitian ini menyatakan bahwa ada perbedaan yang signifikan antara kemampuan menulis bahasa inggris siswa kelas 8 SMP 2 Bae Kudus di tahun academic 2013/2014 sebelum dan sesudah diajar dengan menggunakan gambar berseri.

Hasil dari penelitian ini menunjukkan bahwa ada perbedaan yang signifikan antara kemampuan menulis bahasa inggris siswa kelas 8 SMP 2 Bae Kudus di tahun academic 2013/2014 sebelum dan sesudah diajar dengan

menggunakan gambar berseri. Nilai rata-rata dari pre-test adalah 54.29. Nilai itu dikategorikan “butuh perbaikan”. Nilai rata-rata dari pos-test adalah 74.11. Nilai itu dikategorikan “cukup”. Ada perbedaan peningkatan hasil dari nilai rata-rata dari kedua test tersebut. Untuk menguji hipotesis, penulis menggunakan lima langkah uji hipotesis. Perhitungan data menggunakan sample distribusi = t distribusi, $t = -1.697$ tes satu sisi, derajat kebebasan = 33, dan t (kritis) = -10,33. Hipotesis nol berhasil ditolak. Hasil tersebut dapat diartikan bahwa ada perbedaan yang signifikan antara kemampuan menulis bahasa inggris siswa kelas 8 SMP 2 Bae Kudus di tahun academic 2013/2014 sebelum dan sesudah diajar dengan menggunakan gambar berseri. Dapat disimpulkan bahwa gambar berseri dapat meningkatkan kemampuan menulis siswa kelas 8 SMP 2 Bae Kudus di tahun akademik 2013/2014. Kemudian, gambar berseri juga bisa dapat digunakan untuk mengajar menulis dalam berbahasa inggris di sekolah lain.

Dari fakta di atas jadi penulis menyarankan bahwa guru bahasa inggris bisa menerapkan gambar berseri dalam pengajaran menulis untuk membuat siswa lebih aktif dalam praktik menulis yang membuat hasil belajar siswa lebih baik.



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